

## STUDENT LEARNING OBJECTIVE – TEACHER

**Content Area:** Literacy

**Grade Level:** 1

### **Objective Statement:**

Students will improve their reading accuracy and fluency of literary text, their comprehension of literary and informational text, and their ability to convey information about what they've read.

### **Rationale:**

For the past three years, our school has had a goal of ensuring that all students are reading on grade level by the time they complete kindergarten. Last year's kindergarteners were the first "graduating class" who reached this goal. As first grade teachers, we are committed to ensuring that our students make adequate progress in their reading this year in order to stay on or above grade level. This year, we are also focusing on students' comprehension of informational text and their ability to convey information about what they've read, as this is a larger focus in the CCSS, and because this has typically been more challenging for our students than reading literary text. Reaching this objective will position them for future success both in English Language Arts and other content areas primarily accessed through written text.

### **Aligned Standards:**

*CCSS in Reading Foundational Skills, Reading Informational Text*

RF.1.3: Know and apply grade-level phonic and word analysis skills in decoding words.

RF.1.4: Read with sufficient accuracy and fluency to support comprehension.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RI.1.1: Ask and answer questions about key details in a text.

RI.1.2: Identify the main topic and retell key details of a text.

W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and supply a reason for the opinion, and provide some sense of closure.

W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

### **Students:**

This objective will apply to 28 students in my first grade classrooms (though the same objective is also being used in the other two first grade rooms, with targets aligned to those students' baselines).

### **Interval of Instruction:**

SY2012-2013

### **Baseline Data:**

1. Students' beginning-of-year DRA2 independent reading levels for literary text:  
*Group I:* 9 students began at levels 3-4  
*Group II:* 16 students began at a level 6-8  
*Group III:* 3 students began at a level 10-14

2. We administered a baseline assessment to gauge students' ability to demonstrate their understanding of informational text in writing. It required them to read an informational text of their choosing, draw a picture to illustrate the text, and write a summary of the text/ or answer questions about the text in writing. Any student who required a teacher to scribe their summary was allowed one. We scored the assessments on a rubric aligned to Kindergarten standards (W.K.1, W.K.2). Based on that assessment, we have identified three groups:

Group A: 9 students do not meet K standards for writing in response to informational text

Group B: 14 students meet the K standard for writing in response to informational text

Group C: 5 students exceed the K standard for writing in response to informational text

**Target(s):**

1. Accuracy, fluency, and comprehension of literary text:  
*Group I* students will reach level 16 or higher  
*Group II* students will reach level 20 or higher  
*Group III* students will reach level 24 or higher
2. Comprehension of informational text:  
Group A: All 9 students will meet the Gr. 1 standard for writing in response to an informational text.  
Group B: Half of the students in this group (7/14) will meet the Gr. 1 standard for writing in response to an informational text. Half (7/14) will exceed the Gr. 1 standard for writing in response to an informational text.  
Group C: All 5 students will exceed the Gr. 1 standard for writing in response to an informational text.

**Rationale for Target(s):**

1. These targets are based on national norms for typical progress of first grade students on the DRA2 scale. They are tiered to reflect students' varying baseline scores. They align with the average progress that we have observed among similar students in past years. If all students meet these targets, they will all enter grade 2 reading on or above grade level.
2. These targets are tiered to reflect students' differing baselines. The expectation is that all students will meet the Gr. 1 standard and that some students and that 12/28 (or approximately 43%) will exceed the standard, which is rigorous but attainable, given their incoming literacy skills.

**Evidence Source(s):**

1. Students' improvement accuracy, fluency, and comprehension of literary text will be measured by the DRA2
2. Students' improvement in comprehension of informational text, as evidenced by their writing, will be measured by our informational text reading and writing assessment, which was developed by the grade 1 teachers in consultation with our Literacy Coach. It requires students to read an informational text of their choosing, draw a picture to illustrate the text, and independently write a summary of the text and/or independently answer questions about the text in writing.

**Administration:**

1. The DRA2 will be administered one-on-one by the classroom teacher or the Reading Specialist. It was administered in September and will be administered again in February and May.
2. The informational text comprehension assessment will be administered every other month (September, November, January, March, May) and score them on a rubric aligned to Grade 1 standards (W.1.1, W.1.2).

**Scoring:**

1. The DRA2 will be scored by the classroom teacher, the Reading Specialist, or the Literacy Coach in accordance with the standard procedures required by the DRA2.
2. The informational text comprehension assessment will be administered in class by the classroom teacher and collaboratively scored by the Grade 1 teachers, in consultation with the Reading Specialist and Literacy Coach, using the standards-aligned rubric.